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AUTHOR Clowes, Darrel A.
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ABSTRACT

A short exercise is presented designed to show in 45-90 minutes some of the aspects of simulation gaming as an educational tool. The simulation involves participants acting as members of a Community Advisory Council to the Board of Trustees and the President of a community college, meeting to discuss budget problems. The council represents diverse community interests, and each participant assumes the role of members whose biographies and interests are outlined in the model. Before meeting, simulation participants review a goal statement for the institution and a planning guide for the year's budget. During the actual session, participants agree on a chairman, discuss charges they want to make, and vote on proposed changes until the majority agree. After the exercise, 30-60 minutes are spent in critique and evaluation following an evaluation questionnaire that solicits information on participants' views of simulation gaming, number of minutes the group spent discussing budgeting concerns and participating in various activities, and participants' attentiveness. In addition, participants contribute questions for discussion during the evaluation period and suggestions for improving the simulation exercise. (TR)

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COMMUNITY COLLEGE CURRICULUM: A SIMULATION

Darrel A. Clowes
Community College Program Area
Curriculum and Instruction Division
Virginia Polytechnic Institute and State University

JC 780 418

Community College
Curriculum Decision Making

A Simulation by Darrel A. Clowes
(Based on a model developed by Robert E. Horn)

This short exercise is designed to show in 45-90 minutes some of the aspects of simulation as an educational tool.

One important trend in our society is the growing demand of people to participate in making decisions that affect their lives. This exercise focuses on this trend.

Today you are a member of the Community Advisory Council to the Board of Trustees and the President of Ad Hoc Community College. This council is set up to advise the Board and the President on budgets. The council represents diverse community interests: representatives from the community, government agencies, community action agencies, the Chamber of Commerce, industry, faculty, administration, and students of Ad Hoc Community College.

The time is now. On the following pages you will find a goal statement for the institution and a planning guide to the budget for this year. This budget is for the academic areas of the college (not the whole college system) because this is a simulation and we had to abstract out some of the reality to make discussion possible.

The State Legislature has frozen faculty salaries for the next academic year and has reduced the allocated funds such that $50,000 must be reduced from this year's expenditures. We also assume a 10% inflation factor in the cost of materials and supplies for the next academic year. The council's job is to decide what programs to cut and by how much. You may increase the funds for some projects if you wish, and you may also add programs. You can change the goal statement.

If you need any other data for your decisions, ask the instructor, or if necessary, make and state your assumptions.

Session Schedule:

1. Agree on a chairman for your group.
2. Discuss the changes that you want to make.
3. Vote on a proposed change until the majority agree (for steps 1, 2 and 3, allow 45-90 minutes).
4. Critique and evaluation (30-60 minutes).

* * * *

You will be assigned a role description. Please study the interests of your role and try to represent this person's interests responsibly, using the best judgment and good will that you can bring to it. Good luck.

GOALS OF THE COLLEGE

A. To provide learning opportunities for the student in college parallel, occupational, allied health, and continuing education programs.

B. To accept the student as he is, and to provide him with opportunity to take his next step according to his choice.

C. To provide sufficient diversity of programs and ease of lateral movement so that the maximum number of students will find appropriate programs, without unduly extending the time necessary for successful completion of a course of study.

D. To make available a variety of instructional modes and organizational patterns so as to provide the student with the most effective learning arrangements.

E. To recruit actively students from all segments of the community and to minimize barriers to admission.

F. To help the student learn to communicate effectively, develop cultural and aesthetic appreciation, and participate actively and responsibly in community affairs.

G. To provide the student with an opportunity to achieve proficiency in at least one pursuit.

H. To provide an atmosphere conducive to learning and to ensure freedom of inquiry.

I. To place students in programs consistent with their interests and abilities and to assist them to complete their objectives.

J. To provide appropriate college resources to assist the community in identifying, analyzing, and solving problems.

K. To sponsor cultural and athletic events as a contribution to the enrichment of the community.

L. To provide these opportunities to each member of the community regardless of sex, race, religious preference, national origin, or financial resources.

*FTE Student =
15 Student Credit Hours

PLANNING GUIDE

	# Students Served	# Student Credit Hours	# FTE Faculty	Mean Faculty Productivity (Goal)	Total Faculty Cost ($15,200 Ave)	Materials and Supplies	Total Area Cost	Total Area Cost Per FTE Student
General Education								
Humanities	1,435	4,219	8.3	435	$126,160	$ 1,800		
Art Gallery		281	.4	(400)	6,080	1,500		
Concert Series			.4		6,080	6,400		
Newspaper			.6		9,120	-----	$157,440	$ 560
Social Science	548	1,644	2.8	587	42,560	1,000	43,560	396
		110		(480)				
Natural Science	694	2,012	3.4	592	51,680	14,000		
Lab Technician		134		(400)		12,000	77,680	580
Physical Education	604	1,096	3.0	366	45,600	6,200	51,800	710
		73		(400)				
Programs								
Basic Studies	1,218	4,416	12.2	360	186,453	4,200	200,653	682
		294		(400)				
Business	675	2,025	4.8	422	72,960	2,100	75,060	556
		135		(400)				
Office Careers	428	1,284	4.0	321	60,800	3,000	63,800	741
		86		(400)				
Data Processing	345	684	1.6	428	24,320	800	25,120	546
		46		(400)				
Marine Science	247	558	2.8	199	42,000	16,000	58,000	1,568
		37		(220)				
Counseling			3.0		45,600			
Management			1.6		24,320			
Faculty Senate			.4		6,080			
		17,939	49.3	364	$749,813	$85,000	$753,113	$ 698
		1,196		(391)				

ROLES

Taxpayer

(No children in the community college)

You are concerned about the growing element of the student body which is experimenting with drugs.

Your best friend's daughter got pregnant last year. You would like to see the school do something about student morals.

You are anxious to eliminate the frills from the curriculum. You learned from books. Why do students today need a $3,000 leased computer terminal to learn mathematics?

Taxpayer

(No children in the community college)

You are the director of a major federal research organization working in oceanography. You are concerned that insufficient numbers of pure scientists are coming through the graduate schools to staff your program, and you are equally concerned that almost no technicians with applied skills are coming through to provide the support necessary for the scientists.

You are active on the advisory committee to the marine science technology program and an active supporter of that program.

You are a prime supporter of the liberal arts tradition and the transfer function of the community college.

Community Action Agency Representative

You represent a primarily black constituency. Blacks compose 25% of the college population and 30% of the college service area's population. You are concerned that students from the black community either be trained for jobs or for transfer to four-year institutions. You support the developmental education program as a primary social vehicle for readying black students for competition in the college. You are concerned that only 10% of the college faculty is black and only 2% of the college administration is black.

Parent

You have one child in the community college at this point. You are a farmer and your son intends to follow you in that field. There are no

agriculture programs offered at the community college, and therefore, your son has been forced to enroll in a science program preparatory to transferring to a university. You feel a two-year agricultural program would be an appropriate addition to the college's curriculum. Since agriculture is a major industry in the non-urban portion of the community college's district, you feel your sector is not being well represented in the college curriculum.

You are pleased with the education being given in the sciences at the community college and expect your son to transfer successfully. However, you are concerned about the fate of your non-academic second son who is to follow.

Parent

You are a representative of the Concerned Parents for a Responsible Society. This group has been formed by various church members within the community to take a stand on moral and social issues and reflect those stands to the educational community. Your group makes strong recommendations for expanded occupational and technical curriculum in the college. You personally are anxious for your son to transfer to a good college and then into medical school. There are many students in the college who are not going to transfer, and you feel they should be prepared to enter the world of work upon graduation.

The general feeling of your group is that the home should be responsible for education directly related to the values of the students, like sex, drugs, and health.

Community Representative

You represent the Chamber of Commerce of the largest city in the college's service area. Since commerce is one of the primary activities of this area, you feel that the business division of the college should be expanded to better supply the needs of the community for people trained in middle management skills like accounting, supervision, and sales.

You are concerned that the college be run on a business-like basis with a clear statement of its goals and with specific targets and criteria for its performance.

You are very interested in developing cost benefit analyses for the various programs and insuring that the college get "the biggest bang for the buck."

Faculty

(Representing the Faculty Council)

You want smaller classes. Thirty students as an average are too many.

Faculty want to have time off to take courses to improve their skills and to gain additional degrees.

The facilities for the math and science teachers are so much better than those for others that conflict arises.

Student

(Representing the Student Council)

Not all of the students in the college will transfer to a four year institution. They should be prepared to go into the world of work, if that is their goal, at graduation.

The students should be prepared to do the work in the better colleges.

College President

You would like to see the school have better community relations. It would help if there were:

- A higher proportion of the entering students who remained in the institution for a full year (current persistence rate is 50%) and who complete a program of study in two years (current completion rate is 45%).

- More students completing occupational and technical programs at the college and gaining employment in the local community.

- More students who successfully transferred on to the four year institutions and received the baccalaureate degree.

The school did not meet the goal that you set for it of having 50% of those students who entered two years ago complete a two-year program of study this year. Your goal for next year is 55%, and that also appears to be in jeopardy. You failed to meet the mean productivity goals that you had set for the college as a whole, but you are convinced that this takes secondary priority to the achievement of your stated goal of getting 55% of the students who began programs two years ago through their program next year.

You are concerned that your job depends on meeting the 55% goal within at least the next two years.

Trade Union Representative

You are concerned that large numbers of students are coming from the community college without basic writing and mathematic skills.

Students entering your apprenticeship programs from the community college do not have the appropriate basic skills to complete those programs, and this concerns you. You wish the college would stress technical programs outside the apprenticeship areas provided by the unions in the area so that there would not be competition between the two.

Board of Trustees
Representative

You want to get re-elected. This depends on your pleasing the taxpayers and parents of the community college district by representing their interests in this group and in the Board of Trustees. Although you realize that objective measures cannot accurately assess all the goals of the college, you know that the college is judged externally on the basis of the number of students who complete the programs and upon the proper management of the college itself. You hold the president directly responsible for the college's failure to achieve its stated goals of having 50% of the students who registered two years previously complete their two year programs of study this year and for the failure to meet the productivity goals for the academic areas as set forth in the planning guide.

QUESTIONNAIRE

Name_____

Date_____

1. How has your view of simulation gaming changed during this experience?

   Use the back for additional comments.

2. Indicate the number of minutes you spent discussing (or doing) the following:

   _____ agreeing on a chairman
   _____ directions of the exercise
   _____ meanness of the state legislature
   _____ strangeness of the categories and format of the budget
   _____ the actual cutting of the budget and voting
   _____ thinking silently (whole group quiet)
   _____ getting acquainted personally
   _____ reasons people wanted items preserved
   _____ reasons people wanted items cut
   _____ reasons people wanted items increased
   _____ how the group should proceed
   _____ doing arithmetic
   _____ other_____

3. Please describe any major difference you notice from other sessions in the course in your

   - sleepiness
   - heartbeat
   - breathing
   - moving
   - thinking
   - writing
   - daydreaming
   - observation of things around, e.g., the ceiling
   - other

4. Rate the educational value, all things considered, of this session for you. Place a circle around the number selected.

   1. Absolutely of no value, learned nothing at all
   2. Almost completely of no value
   3. Passable
   4. Of some value, but less than average
   5. About average
   6. Somewhat valuable, better than average
   7. Quite valuable
   8. Very valuable, learning almost at maximum
   9. Extremely valuable, learning at maximum

5. Please write down the two questions, topics or issues that you want answered or discussed in the discussion period.

6. During the course of this exercise, you may have had ideas on how to improve it. Please make remarks below.

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